



LOS ANGELES UNIFIED SCHOOL DISTRICT

Public Schools | Community Spaces



Principal's Resource Guide

A guide for District and Charter Principals
to successfully operate a
co-located school campus,
via Proposition 39.

Purpose

This resource guide is intended to support the mission of the Division of District Operations in ensuring that every Los Angeles Unified School District (LAUSD) site receives support and guidance toward creating and maintaining a safe and caring environment that supports learning and achievement for all students.

Further, as we work together to ensure that all students are college and career ready, this handbook can be referenced by charter school and LAUSD principals that are co-located on one campus. The tabs are grouped around general topics of school safety and operations so that they can manage their respective programs successfully.

Establishing effective communications protocols, building a collaborative culture for decision-making and sharing promising practices and resource tools are just a few of the strategies that are included within this handbook. Tab 13 provides various templates to guide your work together.

The State Board of Education has issued implementing regulations, pursuant to Education Code Section 47614 (Proposition 39), which establishes the standard for charter school compliance with school district policies and procedures regarding the operations and safety of the site. LAUSD Policy BUL-5532.1, Policy on Co-Locations for District School Facilities Use Pursuant to Education Code Section 47614 (Proposition 39), contains a comprehensive list of bulletins and reference guides that co-located charter and District principals should review and follow. This document lists applicable policies and should not be construed as a document related to identify applicable laws. Although this compilation is intended to be as comprehensive as possible, it is not and cannot be considered exhaustive.

Additional resources that are included in this handbook are meant to build background knowledge and develop a culture of transparency and collaboration. For your convenience, with a single sign-on, these bulletins can be referenced online. REF-1438.3, Single Sign-On/District e-mail Account, explains the process for obtaining a District single sign-on.

Thank you for your cooperation and efforts in providing a safe and caring environment that supports learning and achievement for all students.

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Tab 1 □ Facilities Use Agreement

Planning for a successful school year depends on understanding the content of the FACILITIES USE AGREEMENT. Both the District and the Co-Located principal should meet and review the agreement in order to collaboratively develop local procedures for managing school safety and operations. This collaboration, combined with appropriate representation and involvement of all stakeholders, will develop knowledge of policies, expectations, and procedures for both schools.

An excerpt from the Los Angeles Unified School District Policy Bulletin (BUL-5532.1): Policy on Co-Location for District School Facilities' Use Pursuant to Education Code Section 47614 (Proposition 39), December 4, 2017, Page 8, ¶ 1, outlines common topics for planning:

“To address issues relating to the shared use of District facilities, the co-located District principal and charter school principals are encouraged to meet in May/June and in July/ August before school begins, and thereafter every two weeks for the duration of the school year... Specific topics to be addressed during these regularly scheduled meetings shall include, but not be limited to the following:

1. Site Access & Availability
2. School Services
3. Student Meals Program
4. Classroom Usage
5. Keys (Distribution and Control)
6. Scheduling (Master Schedule for Areas of Joint Use)
7. Scheduling of Shared Staff – Custodial, Supervision, etc.
8. Scheduling of Shared Spaces – Cafeteria, restrooms, library, book room, etc.
9. Safety & Security - Joint Completion of the Integrated Safe School Plan by **October 1st deadline**
10. Resolving Facilities Usage Issues”

Related Documents to Support LAUSD Policy BUL-5532.1

FACILITIES USE AGREEMENT			
Identifying Number	Document	Issuing Office	Date
	Facilities Use Agreement – Attachment A		
5CCR 11969.9	California Code of Regulations - Procedures and Timelines for the Request for, Reimbursement for, and Provision of, Facilities		2011
BUL-5532.1	Policy on Co-Location for District School Facilities' Use Pursuant to Education Code Section 47614 (Proposition 39)	Office of the Superintendent	12/04/17
BUL-5002.1	Allocation and Relocation of Classroom Space and Identification of Classrooms for Special Education Programs	Division of Special Education	11/04/13
BUL-5767.0	Procedures for Modifications and Additions to District Property Performed by a Third Party		

Tab 1.1 □ Facilities Use Agreement

Use this sheet to unpack and annotate the FACILITIES USE AGREEMENT.

_____ Begin Date for Alterations / Construction: _____

_____ Initial Occupancy Date: _____

_____ Building space assignment and schedule

- Classrooms / Teaching Stations
- PE Space / Locker Rooms
- Office Spaces (Consider Administrative, Clerical, Counseling, Nurse, Itinerates, etc.)
- Student Restrooms
- Staff Restrooms
- Auditorium
- Lunch Area

_____ Initial Walk-Thru Date: _____

- Areas that will be under construction: _____
- Areas that movers will access: _____

_____ Key Distribution and Control (See **Tab 4 □ Facility Use and Equipment Management and Tab 13 □ Tool Box Templates: Keys - Employee Check Out and Substitute Check Out Templates**)

_____ Custodial Allocations and Assignments

_____ Purchase of Additional Custodial Time

_____ Ordering Custodial Supplies (See: TAB 13 □ Tool Box Templates “Managing Recurring Orders for Supplies, Equipment, and Materials”)

Order due dates: _____

Order delivery dates: _____

_____ Emergency Contact Information for Staff, Students, and Volunteers **FILED** with the District School Office by the first day of school - Date: _____
(See **Tab 5 □ Integrated Safe School Plan (ISSP) and Emergency Drill Procedures**, esp. BUL-6303 for a sample Student Emergency Information Form)

_____ Other

_____ Other

_____ Other

Tab 2 □ Initial Planning Meeting in May/June and July/August

In addition to unpacking the Facilities Use Agreement, the initial planning meetings should cover the following (and locally identified) topics.

- Review of the LAUSD Single Track Instructional School Calendar for the Upcoming Year
 - Annotate school and legal holidays, school recess (winter/spring), and other important dates on **BOTH** the District and the Co-Located School Calendars
- Opening School Checklists
- Bell Schedules
 - Opening Procedures at the start of the school day
 - Class Schedules / P.E. Schedules
 - Nutrition / Lunch Schedules
 - Itinerate Schedules
 - Dismissal Procedures at the end of the school day
- Supervision Schedules: Areas with Campus Aides/Staff Assignments to monitor the above activities
- Custodial Staff Schedules
 - Ordering and delivery procedures
- Master Calendar of Activities, especially those areas that are jointly used and drills that are jointly conducted
 - Student Assemblies
 - Back to School
 - Parent Conferences
 - Schoolwide Safety & Emergency Drills
 - Winter / Holiday / Spring / Programs & Performances
 - After School Activities
 - Spring Testing Schedules

Use of the meeting management templates (**Tab 13 □ Tool Box Templates**) will help to standardize the format of planning, conducting, and completing action item tasks. Included you will find:

- Sample Calendar of Bi-Weekly Meetings
- Sample Meeting Agenda Template
- Sample Sign-In Template
- Sample Action Plan Template

Following are some common school activities that should be routinely included in the initial planning and production of the **SCHOOL MASTER CALENDAR**. Collaborative pre-planning with appropriate stakeholders and between the District and the Co-Located schools will result in the consensus use of facilities, management of staff assignments, and success for student learning experiences.

Enter all dates for weekly/monthly recurring operational tasks such as:

- School Leadership Team meetings
- School Advisory Council(s) meetings

- Safety Committee meetings
- Student Support Team meetings
- School Safety Drills
- Student/Staff data report due dates
- Payroll reporting deadlines
- Supply and equipment orders / delivery / inventory
- Other:_____

Enter all dates for weekly/monthly recurring student activities such as:

- Student Assemblies
- Student Clubs / Government
- Student Sports Activities
- Other:_____

Enter all dates for periodically recurring activities such as:

- “Great American Shakeout” Fall safety drill on the 3rd Thursday in October
- Grade reporting periods
- Special Events ... student performances and exhibitions, homecoming, culmination / graduation
- **SPRING TESTING SCHEDULE**
- Other:_____

Listed below are examples of activities in which most schools engage. This list is not intended to be exhaustive – local activities should be added as appropriate. Staff may wish to create a template for the year, which can serve, also, for planning in subsequent years.

July

- Administrators & select staff begin assignments
- Revise and print copies (electronic preparation) for school-wide mailing of communications such as the Parent/Student Handbook
- Send out communication of welcome to the opening of school to staff and students/families

August

- Administrators & select staff begin assignments
- Send out communication of welcome to the opening of school to staff and students/families
- 1st & 3rd Thursdays Initial planning meeting with administrators and/or school leadership teams of both the District and Co-Located schools (See Tool Box of Meeting Management Templates provided as tools/samples)
- Finalize the Shared Use Agreement (SUA) and share with stakeholders
- Monthly Safety Committee Meeting
- Monthly Student Study/Success Team Meeting
- Coordinate/Develop Testing Schedule for the entire school year
- Coordinate end-of-the-year activities (Culmination/Graduation ceremonies)

September

- Labor Day Legal Holiday
- Traditionally “Back to School” activity
- 1st & 3rd Thursdays Recurring planning meeting with administrators and/or school leadership teams of both the District and Co-Located schools
- Monthly Safety Committee Meeting
- Monthly Student Study/Success Team Meeting
- Manage data for E-CAR, bungalow removal requests, other deadlines
- **DUE: September 30th Certification of Completed Training:** Suspected Child Abuse Reporting

October

- **DUE: October 1st** Integrated Safe School Plan (See Tab 5 for planning information)
- 1st & 3rd Thursdays Recurring planning meeting with administrators and/or school leadership teams of both the District and Co-Located schools
- Monthly Safety Committee Meeting
- Monthly Student Success Team Meeting
- 3rd Thursday: “Great American Shakeout” Exercise
- 10th week of school: Student Progress Reports

November

- Thanksgiving Break Legal & School Holiday
- Annotate any differences in District / Co-located School Calendars and plan for site access, accordingly: Including need for completing the form - REQUEST FOR AFTER HOURS USE - with two / three weeks lead time (BUL-5460.0 Accessing and Securing Sites During School Hours, Non-School Hours, and Holiday Breaks: Attachments A, B, & C)
- 1st & 3rd Thursdays Recurring planning meeting with administrators and/or school leadership teams of both the District and Co-Located schools
- Monthly Safety Committee Meeting
- Monthly Student Success Team Meeting

December

- Winter Break Legal & School Holiday
- Annotate any differences in District / Co-located School Calendars and plan for site access, accordingly: Including need for completing the form - REQUEST FOR AFTER HOURS USE - with two / three weeks lead time (BUL-5460.0 Accessing and Securing Sites During School Hours, Non-School Hours, and Holiday Breaks: Attachments A, B, & C)
- 1st & 3rd Thursdays Recurring planning meeting with administrators and/or school leadership teams of both the District and Co-Located schools
- Monthly Safety Committee Meeting
- Monthly Student Success Team Meeting
- End of semester ... Final Exams, Final Report Cards
- Student performances

January

- Send out communication of welcome to second semester of school to staff and students/families
- 1st & 3rd Thursdays Recurring planning meeting with administrators and/or school leadership teams of both the District and Co-Located schools
- Monthly Safety Committee Meeting
- Monthly Student Success Team Meeting
- Review Spring Testing Schedule

February

- 1st & 3rd Thursdays Recurring planning meeting with administrators and/or school leadership teams of both the District and Co-Located schools
- Monthly Safety Committee Meeting
- Monthly Student Success Team Meeting
- Plan for summer school
- Plan for culmination / graduation

March

- 1st & 3rd Thursdays Recurring planning meeting with administrators and/or school leadership teams of both the District and Co-Located schools
- Monthly Safety Committee Meeting
- Monthly Student Success Team Meeting
- LAUSD Observance of Cesar E. Chavez Birthday
- Annotate any differences in District / Co-located School Calendars and plan for site access, accordingly: Including need for completing the form - REQUEST FOR AFTER HOURS USE - with two / three weeks lead time (BUL-5460.0 Accessing and Securing Sites During School Hours, Non-School Hours, and Holiday Breaks: Attachments A, B, & C)

April

- 1st & 3rd Thursdays Recurring planning meeting with administrators and/or school leadership teams of both the District and Co-Located schools
- Monthly Safety Committee Meeting
- Monthly Student Success Team Meeting
- Planning for annual "May Day" Activities

May

- 1st & 3rd Thursdays Recurring planning meeting with administrators and/or school leadership teams of both the District and Co-Located schools
- Schedule initial meetings with new/continuing District and Co-Located schools
- Monthly Safety Committee Meeting
- Monthly Student Success Team Meeting

June

- Closing school procedures including Key Collection
- Equipment Inventory(ies)

Tab 3 □ Daily and Annual Instructional Minutes

Annual Calendars *may* be set by Proposition 39 Co-Located schools and must meet the **daily** and **annual instructional minutes** required by California Education Code (CEC) for public schools. Planning for school breaks must, also, include certain legal holidays as required by CEC.

The table below is a quick reference summary of annual instructional minutes and days required by the Los Angeles Unified School District. The first column lists annual instructional minutes required by CEC.

Grade	CEC Required Minutes	LAUSD Required Minutes	LAUSD Required Days	LAUSD Policy
Kindergarten	36,000	55,100 (full day K)	180	REF – 683.16
1-3	50,400	55,100	180	REF – 683.16
4-6	54,000	55,100	180	REF – 683.16
7-8	62,160	65,300	180	REF – 684.16
6-8 Common Planning Time	62,160	62,160	180	REF – 684.16
9-12	64,800	65,300	180	REF – 685.16

Additional information by school type, i.e., Elementary, Middle, High, and Options Schools can be found in the following LAUSD Reference Guides. These guides are updated annually to reflect current CEC and LAUSD policy. These guides are used, also, to create daily bell schedules that will be CEC compliant.

The policy bulletin for School-Based Management (SBM) Waivers is included. Please reference the section on Banked Time Waiver Requests (Page 2, Section III).

DAILY & ANNUAL INSTRUCTIONAL MINUTES			
Identifying Number	Document	Issuing Office	Date
REF-683.16	Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for Elementary Schools – School Year 2017-18	Office of Chief Financial Officer Division of Instruction	05/22/17
REF-684.16	Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for Middle Schools – School Year 2017-18	See above	05/22/17
REF-685.16	Daily and Annual Instructional Minutes Requirements and Certification of Bell Schedules for High Schools – School Year 2017-18	See above	05/22/17
REF-1467.15	Instructional Minutes Requirements and Certification of Bell Schedules for Options Schools (Continuation, Opportunity, and Community Day Schools) – School Year 2017-18	See above	05/22/17
BUL-6029.3	School-Based Management (SBM) Waivers	Division of Instruction School Choice	02/13/15
BUL-6144.0	School Day Schedule Requirements and Schedule Change Requests for Regular, Minimum, Shortened, Banked-Time, and Pupil –Free Days	Office of Curriculum, Instruction and School Support	08/2013

Los Angeles Unified School District – Attendance and Enrollment Section:

(213) 241-2115

(213) 241-2196

Co-Located Charter School Contact – Attendance and Enrollment Procedures:

() ____ - ____

() ____ - ____

Tab 4 □ Facility Use and Equipment Management

The following bulletins support management of the school campus and equipment owned by the LAUSD and by the District and Co-Located schools. Daily occupancy safety is achieved with strict policies about issuing keys to employees and maintaining a closed campus. See also **Tab 7**

- **Campus Access and Control.** Templates for managing key distribution are found in **Tab 13**
- **Tool Box Templates.**

Related Bulletins to Support Policy BUL-5532.1

FACILITY USE & EQUIPMENT MANAGEMENT			
<i>Identifying Number</i>	<i>Document</i>	<i>Issuing Office</i>	<i>Date</i>
BUL-2374.2	School Site Key Control See Tab 13 - Template for managing keys issued to staff / substitutes and returned at end of day/term/year.	Office of the Chief Operating Officer	12/23/09
BUL-5460.0	Accessing and Securing Sites During School Hours, Non-School Hours, and Holiday Breaks Requires Principal's PRE -Authorization Attachment B And Checklist Signed by Employee Attachment C	Office of the Superintendent	04/22/11
BUL-6894.1	Procedures for Third-Party Use of School Facilities	Division of District Operations	02/07/18
BUL-5761.0	Procedures for Modifications and Additions to District Property Funded by or Performed by a Third Party	Office of Environmental Health and Safety Office of the Chief Operating Officer Facilities Services Division	05/14/12
BUL-953.1	Control of Site Equipment	Accounting and Disbursements Division	08/23/10
BUL-3508.7	Inventory Requirements for Equipment Purchased With Categorical Programs	Division of Instruction Federal and State Education Programs Branch	05/12/15
REF-2633.2	Inventory of Student Body Owned Equipment DUE: June 30th (Last week in June) Elementary Schools DUE: July 15th (End of second week in July) Secondary & Adult Schools	School Fiscal Services Division	06/15/09
BULLETIN No. DB-15 (Rev.)	Written Authorization for Possession of District Equipment Off-Site USE Attachment A	Accounting and Disbursements	07/25/01

Tab 4.1 □ Textbook and Instructional Materials Management

Following are LAUSD bulletins and reference guides which the District school will follow. They are included as a group for convenience. They are comprehensive with great detail and will provide background information. Co-located, Prop 39 schools will be guided by their own policies and are encouraged to review and apply procedures from these documents that may be convenient to their operations.

TEXTBOOK & INSTRUCTIONAL MATERIALS MANAGEMENT			
<i>Identifying Number</i>	<i>Document</i>	<i>Issuing Office</i>	<i>Date</i>
BUL-611.1	Instructional Materials Policies and School Site Procedures	Division of Instruction Integrated Library and Textbook Support Services	08/22/16
BUL-5772.2	Textbook Policies and School Site Procedures	Office of Curriculum, Instruction & School Support	07/31/12
BUL-5773.0	Targeting the Purchase of Textbooks for Grades K-12	Office of Curriculum, Instruction & School Support	06/19/12
BUL-5510	Instructional Materials Inventory Control Requirements in All Schools	Office of Curriculum, Instruction & School Support	06/19/12
BUL-5509.2	Restitution Procedures for the Loss or Damage of School Property for Students	Division of Instruction Instructional Technology Initiative	03/07/17
BUL-5770.1	Donation, Sale, and Recycling of Obsolete and/or Damaged Textbooks, Library Books, and Instructional Material	Office of Curriculum, Instruction & School Support	07/31/12
REF-6086	Certification of Instructional Materials Sufficiency, Elementary Schools	Office of Curriculum, Instruction & School Support	08/05/13
REF-6087	Certification of Instructional Materials Sufficiency, Secondary Schools	Office of Curriculum, Instruction & Support Services	08/05/13

Tab 5 □ Integrated Safe School Plan and Emergency Drill Procedures

The Co-located School, administrator is required to form a school safety committee of appropriate stakeholders and to collaborate with the District School administrator and a school safety committee of appropriate stakeholders that will jointly develop an **Integrated Safe School Plan (ISSP)** that addresses a range of threats and hazards. The plan shall include the safety of all students, staff, volunteers, and visitors present on the campus. (BUL-5532.1 – Page 13, Safety & Security: “The charter school shall adopt the District’s ‘Integrated Safe School Plan’(ISSP) while co-located at the District School site and shall participate in all required school safety events and activities as directed by the District School principal. Examples include but are not limited to, on-going/regular activities such as fire drills, administrative searches, emergency preparedness, and critical incident management activities such as campus lockdowns and relocations.” The plan must be completed/updated by the **DUE DATE: October 1st** of each school year.

The plan is available to Co-Located Charter School staff as a read only document using your LAUSD Single Sign-On (SSO) email account at: <https://issp.lausd.net>.

In 2013, several Federal Agencies developed a document, GUIDE FOR DEVELOPING HIGH-QUALITY SCHOOL EMERGENCY OPERATIONS PLANS. This report is in the public domain and has several organizing features that could be useful in the planning process for schools.

This guide (Page 2) suggests **five mission areas of preparedness**:

1. Prevention
2. Protection
3. Mitigation
4. Response
5. Recovery

Additionally, the guide (Page 5) provides suggestions for the **“Planning Process”** which includes **six steps**:

1. Form a Collaborative Planning Team
2. Understand the Situation
3. Determine Goals and Objectives
4. Plan Development (Identify Courses of Action)
5. Plan Preparation, Review, and Approval
6. Plan Implementation and Maintenance

All emergency contact information for students, staff, and volunteers at a Co-located Schools must be filed with the District School administrator by the first day of school. This is information that will be used to ensure the care and wellbeing of all persons on campus.

See BUL-6303 for a sample Student Emergency Information Form which is available in English, Spanish, Korean, and Chinese.

Emergency Drill Procedures are outlined in REF-5803.3. The Co-located School and District School will develop a master schedule (at the beginning of each school year) and participate **jointly** in the following regularly conducted drills.

CONDUCTING EMERGENCY DRILLS

DRILL TYPE	ELEMENTARY SCHOOLS	MIDDLE SCHOOLS	SR. HIGH SCHOOLS & ADULT SCHOOLS
<i>Fire</i>	First week of school until proficient, then once per month, including summer school.	First week of school until proficient, then once per month, including summer school.	First week of school until proficient, then once per semester, including summer school.
<i>Earthquake (Drop/ Cover/Hold On)</i>	Each month and summer school.	Each month and summer school.	Each month and summer school.
<i>Take Cover or “Drop”</i>	Review* once per semester, including summer school.	Review* once per semester, including summer school.	Review* once per semester, including summer school.
<i>Lock Down/ Shelter-in-Place</i>	Review* once per semester, including summer school.	Review* once per semester, including summer school.	Review* once per semester, including summer school.

See, additionally, the LAUSD Integrated Safe School Plan Resources at <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/318/LAUSD%20School%20Emergency%20Forms%20SSP.pdf> :

- Emergency Drill Data Worksheet (2 pages)
- Emergency Hazard Assessment Summary
- Bomb Threat Report

- Injury Report
- Missing Person's Report
- Student Release Log
- Supplemental Attendance Report
- School/Site Preliminary Damage Report (PDR)
- Biological and Chemical Release Response Checklist

These fillable pages can be completed and kept with your Integrated Safe School Plan (ISSP) and the log of emergency drills for review by the Los Angeles Fire Department.

Related Documents to Support Policy BUL-5532.1

SCHOOL SAFETY PLAN & PROCEDURES			
<i>Identifying Number</i>	<i>Document</i>	<i>Issuing Office</i>	<i>Date</i>
REF-5511.7	Completing and Updating the Integrated Safe School Plan (ISSP) 2017-2018 See ISSP Creator in Principal's Portal Required "Public Review Copy" of Plan w/Sign-In Page	Division of District Operations	7/28/17
REF-5803.3	Emergency Drills and Procedures In this guide, review: Sample Parent Letters (Attachments A – E) Emergency Drill Data Worksheet (Attachment F) [Annual] Drills Chart (Attachment G)	Office of School Operations	03/02/16
REF-6537.0	Inter-Campus / District Wide Safety Communications Test	Office of School Operations Instructional Technology Division	07/27/15
REF-5451.2	School Site Emergency/Disaster Supplies	Division of District Operations	08/15/16
REF-5450.1	School Emergency Response Boxes	Office of the Superintendent	03/19/13
Bul-6303	Student Emergency Information Form Available in English, Spanish, Korean, & Chinese	Student Health and Human Services	06/16/14
BUL-6584	Emergency Operations Center Procedures	Office of School Operations	09/28/15
Safe School Inspection Guidebook	Safe School Inspection Guidebook See: Table of Contents for 15 Safety Categories: Esp. Pgs. 4-5 Campus Security; Pg. 13 Emergency Procedures (ISSP); Pgs. 28-33 Injury and Illness Prevention; Pg. 34 Lead Management; Pgs. 40-41 Prevention Programs (ISSP) Pg. 42 Traffic and Pedestrian Safety.	Office of Environmental Health & Safety (OEHS)	Rev. 06/2013
REF-4492.1	School Traffic Safety	Office of the Chief Operating Officer	07/23/12
REF-5496.1	Implementing a Safety Valet Program at Schools	Office of the Chief Operating Officer	06/24/11

Tab 6 □ Student, Staff, and Community Safety

The safety of students, staff, and campus visitors and volunteers is the number one priority of the Los Angeles Unified School District (LAUSD). The School Safety and Operations oversight provided by the Charter School Division is intended to ensure that every LAUSD site creates and maintains a safe and caring environment that supports learning and achievement.

The following resources will stimulate thinking beyond the Integrated Safe School Plan and emergency preparedness drills to those procedures that set expectations for student / staff / community interactions – the school as a social place.

"This job of keeping our children safe, and teaching them well, is something we can only do together, with the help of friends and neighbors, the help of a community, and the help of a nation."
— President Barack Obama, December 16, 2012

Related Documents to Support BUL-5532.1

STUDENT, STAFF, & COMMUNITY SAFETY			
Identifying Number	Document	Issuing Office	Date
BUL-1347.3	Child Abuse and Neglect Reporting Requirements This BUL is on the School Safety Checklist DUE: September 30 th of each school year	Office of General Counsel	08/19/16
BUL-2637.3	Suicide Prevention, Intervention and Postvention (Students) AB 2246 – Mandate for annual Suicide Prevention an Awareness Training See: BUL-5800.0 for Crisis Preparedness, Response and Recovery related topics This BUL is on the School Safety Checklist DUE: Monthly meetings of Student Support Team	Student Health and Human Services	02/14/18
BUL-6231.0	Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support This BUL is on the School Safety Checklist DUE: Monthly meetings of Student Support Team	Division of School Operations	02/14/14
BUL-3927.2	Mandated Reporting of Certain Student Behavior	Office of Curriculum, Instruction, and School Support	09/13/10
BUL-5655.3	Guidelines for Student Suspensions (Under REV.)* See Attachment “B”- MATRI FOR STUDENT SUSPENSION AND EXPULSION RECOMMENDATION Attachment “B-1” – Spanish language Attachment “C” – Lawful / Unlawful Suspension	Division of District Operations	10/10/16
BUL-6050.2	Expulsion of Students – Policy and Procedures (Under REV.)* See Attachment “B”- MATRI FOR STUDENT SUSPENSION AND EXPULSION RECOMMENDATION Attachment “B-1” – Spanish language Attachment “D” – SUMMARY OF STUDENT EXPULSION PROEDURES Attachment “D-1” – Spanish language	Division of District Operations	10/10/16

STUDENT, STAFF, & COMMUNITY SAFETY

<i>Identifying Number</i>	<i>Document</i>	<i>Issuing Office</i>	<i>Date</i>
BUL-5721.1	Student and Employee Security	Office of the Superintendent	02/25/13
BUL-5798.0	Workplace Violence, Bullying and Threats (Adult-to-Adult)	Student Health and Human Services	07/16/12
BUL-5212.2	Bullying and Hazing Policy (Student-to-Student and Student-to-Adult)	Office of School Operations	11/26/14
BUL-6224.4	Transgender Students – Ensuring Equity and Nondiscrimination	Office of General Counsel	08/15/14
BUL-5167.0	Code of Conduct with Students – Distribution and Dissemination Requirement	Office of the Superintendent	07/01/10
BUL-4748.0	Ethics Policies	Office of the Superintendent	05/18/09
BUL-3772.3	Injury and Illness Prevention Program (IIPP) Requirements	Office of Environmental Health & Safety	08/26/13
BUL-6488.1	Drug, Alcohol and Tobacco-Free Workplace	Division of District Operations Office of the General Counsel	09/19/16
BUL-3277.1	Preventive Measures and Mandatory Procedures for Students Who Violate Laws Regarding Drugs, Alcohol, Tobacco, and Other Intoxicants	Office of Instruction	10/22/09
	Parent / Student Handbook LAUSD	Division of District Operations	Annually
	Parent / Student Handbook Prop 39, Co-located Charter School	Document for each school	Annually
REF-6767.1	LAUSD Campuses as Safe Zones and Resource Centers	Division of District Operations Los Angeles School Police Department Student Health and Human Services	02/01/17

Tab 7 □ Campus Access and Control

When schools are the centers of their communities, students, parents, and entire neighborhoods benefit. Ensuring that schools are sanctuaries for teaching and learning—and free of crime and violence—is a priority for us all. From Guide for Developing High-Quality School Emergency Operations Plans, 2013.

As visitors are welcomed to District and co-located charter schools, they must be informed of the policies and procedures guiding admission and conduct onto the campus. Schools must develop and post a visitor's policy that explains the requirements to obtain the consent of the co-located District / charter school principal and receive and wear a visitor's identification badge.

Recognizing and qualifying those volunteers to support and augment the educational program(s) at schools must be a standardized process. Administering a successful volunteer program requires supervision to ensure the health and welfare of all students and employees.

Related Documents to Support BUL-5532.1

CAMPUS ACCESS CONTROL			
<i>Identifying Number</i>	<i>Document</i>	<i>Issuing Office</i>	<i>Date</i>
BUL-6492.2	Visitors to School Campuses and Locked Campuses During Class Hours at All Schools This BUL is on the School Safety Checklist DUE: Opening Day of School	Division of District Operations	02/21/17
BUL-6746.0	Establishing and Administering School/Office Volunteer Programs See: Quick overview / work sheet in Tab □ 13 Tool Box Templates	Office of the Associate Superintendent Support Services Parent and Community Services	08/14/17
BUL-5424.2	Administrative Searches to Ensure School Safety Daily Log Maintained Routine Reporting to (LD) Operations Coordinator Secondary schools only This BUL is on the School Safety Checklist DUE: Monthly reports to Local District Operations	Division of School Operations Office of Educational Services	10/26/15
BUL-4994.0* *May be in revision	Vendors at or Near School Campuses	Office of the Chief Operating Officer	12/21/09

Use this page to “unpack” BUL-6746.0: Establishing and Administering School/Office Volunteer Programs (August 14, 2017). This synopsis is intended as a useful frame for all volunteer recruitment and approval programs on LAUSD campuses. An assignment and tracking template is included on the next page.

REQUIRED by Prospective Volunteers – Section V, D. 3. “Volunteers serving at more than one LAUSD School or office must have a completed application entered online, [see Attachment A] printed and signed, for each school or District office within which he or she volunteers.”

- Attachment H: Read and complete the instructions for either NEW VOLUNTEERS or CONTINUING VOLUNTEERS.

- Attachment A: Online Application (two pages) – The completed and signed form must be delivered to the school principal or District office administrator by the prospective volunteer.
- Attachment B: Online Application (one page) – To be completed by school or office personnel.
- Attachment C: Single Event Volunteer Application (See Section I, B. 2 for directions)
- Attachment J: Student Volunteer (Grades 10, 11 or 12) Permission Form and accompanies a completed and signed volunteer application (Attachment A)
- Attachment E: A Tuberculosis (TB) clearance must be submitted prior to starting volunteer service.
- Attachment G: Influenza Vaccine Declination – For a volunteer in any classroom with preschool age children (See Section III, B.).
- DOJ Form: Fingerprinting clearance from the Federal Bureau of Investigation (FBI) / Department of Justice (DOJ) / Live Scan through LAUSD (available/completed for certain volunteers who are **current** LAUSD employees)
- Attachment D1: Completed and signed Volunteer Commitment form which will be signed, also, by the administrator or designee of the office / school upon approval of the volunteer applicant.

REQUIRED by School / Office Personnel – “The administrator is charged with the responsibility of ensuring applicable volunteer meets all requirements and that the appropriate supervision of volunteers is provided at all times.” Section PURPOSE, Page 1.

- Attachment B: Health/Safety Clearances
 - ☐ Date of TB Clearance: _____
 - ☐ Date of CA Megan’s Law review: _____

Must be completed annually. Section IV, A. “Any volunteer applicant whose name appears on the Megan’s Law database online is **prohibited** from serving as a District volunteer and as an on-campus school volunteer **in any capacity** for any length of time, including for one-time activities.”

 - ☐ Date of fingerprint clearance: _____

Section IV, B. “At any time, the administrator or administrative designee may require all volunteers, with the exception of current District employees, to arrange for fingerprint clearance if deemed necessary.” Review this section carefully as the 2017 bulletin revision expands the requirements for fingerprinting of volunteers.

- **Approve Volunteer Application:**
 Section V, B. “The school or District office must complete and submit Part B of the application online.”
 Section PURPOSE, Page 1. “The administrator has the authority to approve or deny any person from participation in a school or office volunteer program.”
- **Volunteers may not begin service until:**
 Section II, E. “1. All necessary clearances have been verified ...” 2. The volunteer has signed both a copy of Part A of the Volunteer Application **and** the Volunteer Commitment Form (Attachment D1 or D2; and 3). A welcome letter and a volunteer identification badge, issued by PCS, have been received by the school.”
- **Manage the involvement of the Volunteer:**
 Section II, “The administrator or administrative designee must ensure the following:
 F. Volunteer duties have been assigned and are not in conflict with those of employees.
 G. Appropriate supervision of volunteers is provided at all times.
 H. A copy of each volunteer’s Volunteer Commitment form, signed application, TB clearance and fingerprint clearance letter, if applicable, must be kept in a secure place at the school for five (5) years.”

Action Plan for Approved Volunteer Applicants

Approved Volunteer Name	Assigned To Day / Time	Total # Hours/ Week	Supervised By Whom

Managing Campus Supervision Assignments

Use this template to plan supervision assignments: Areas to be covered and time for assignments. Promising practices include “introduction of supervising staff” to all students at a joint assembly. This time was, also, used to review expectations of student and staff conduct, to emphasize the responsibility and authority of those on supervision, and respectful treatment of everyone on campus regardless of school of affiliation.

<i>Area of Supervision</i>	<i>Daily Schedule</i>	<i>Assigned Personnel District School</i>	<i>Assigned Personnel Co-Located School</i>	<i>Substitute Assignment Coverage for Absences</i>
Opening School Gates Parking Lot Drop-Off Signage Visitor Sign-in Station* Buildings _____	7:30 – 7:50 am	• • • •	• • • •	• • • •
Morning Passing Periods Hallways Campus PE – Locker Rooms _____	8:00 am ... hourly	• • • •	• • • •	• • • •
Morning Nutrition Café Stations Lunch Tables Campus _____	10:00 am ... For each break period	• • • •	• • • •	• • • •
Lunch: 1 st , 2 nd , 3 rd Café Stations Lunch Tables Campus _____	11:45 am ... 1:00 pm For each lunch period	• • • •	• • • •	• • • •
Afternoon Passing Periods Hallways Campus PE – Locker Rooms _____	12:00 pm ... hourly	• • • •	• • • •	• • • •
Dismissing School Gates Parking Lot Pick-up Signage Visitor Sign-in Station* Buildings _____	3:00 – 3:20 pm	• • • •	• • • •	• • • •

* The Visitors Sign-in Station is usually open for the duration of the school day with multiple “shift” assignments. Special Notes for the day / week of:

Tab 7.1 □ Sample Posted Visitor's Policy

Place school logo
here.

SAMPLE POSTED VISITOR'S POLICY

Enter SCHOOL NAME & PRINCIPAL/DESIGNEE here.

PROCEDURES FOR CAMPUS VISITORS:

- Upon entering campus, all visitors shall sign in at the designated area and proceed to the main office.
 - *Schools should describe how the visitor is to sign in the Visitors on Campus Log Book and where it is located (at the main gate, just inside the main door, etc.).*
- In the main office, complete a visitor's permit and obtain the principal/designee's approval before proceeding to a classroom or any other part of the campus.
 - *Appointments may be scheduled for the same day and/or should be scheduled for the date and time requested, if possible. Include a copy of the school's bell schedule(s).*
- Determine the classroom activity you are observing and keep the classroom observation time and frequency reasonable.
- Follow the school's established procedures for scheduling an appointment with the teacher(s) and/or principal/designee after the classroom visit, if needed.
 - *Schools should have a place for visitors to write a request for an appointment with a staff member and, if possible, give the date and time for the scheduled appointment.*
- Before leaving campus, return the visitor's permit to the designated location.
 - *Usually the main office.*
 - *Schools should identify where the visitor is to sign out before leaving the campus. For example, return the visitor's permit to the main office and sign out there. And sign out in the Visitors on Campus Log Book as you leave campus.*

SOME IMPORTANT RULES FOR VISITORS:

- Enter and leave the classroom as quietly as possible.
- Do not converse with the students, teacher(s), and/or instructional assistants during the visitation.
- Do not interfere with any school activity during the visitation.

Tab 8 □ Incidents On or Near Campus

There may be occasions when school safety is dependent on reaction of the administrator to incidents outside of the campus. Some examples might be a fire in a building near the school, which could require shelter in place and alternative dismissal routes in the afternoon. The school could become a temporary neighborhood shelter for displaced residents because of the fire. A devastating fire could mean trauma to students and their families, requiring the administrator to arrange for crisis counseling responders.

The following documents are meant to provide background for safety procedures that may be put into place.

Related Documents to Support BUL-5532.1

INCIDENTS ON OR NEAR CAMPUS			
<i>Identifying Number</i>	<i>Document</i>	<i>Issuing Office</i>	<i>Date</i>
BUL-6320.0	Procedures for Handling Disturbances, or Demonstrations on or Adjacent to School Sites	Office of School Operations	07/21/14
BUL-6460.0	Explosive Device Threats and Suspicious Objects	Office of School Operations Office of Educational Services	02/17/15
BUL-5800.0	Crisis Preparedness, Response and Recovery	Office of Educational Services	10/12/15
BUL-5469.2	Lockdown and Rapid Relocation Procedures for All Schools	Office of the Superintendent	06/26/14
CSD Checklist	See Tab 10 □ Management / Reporting / Documentation Tools Completion of ISTAR (BUL-5269.2)	Charter School Division	10/01/16

Tab 9 □ Daily Safety Routines and Reports – Office of Environmental Health & Safety (OEHS)

Among many services provided, the Office of Environmental Health and Safety (OEHS) helps administrators manage accident prevention and to maintain an injury free workplace. The OEHS issues health advisories when the weather is excessively hot or windy. Additionally, the OEHS conducts regular campus visits to ensure that the buildings and emergency notification systems, e.g. fire drill bells and signals, are in excellent working order. The OEHS Handbook is their reference tool and checklist for periodic inspections of existing District facilities to ensure a school environment that is health-protective and conducive to learning.

Related Documents to Support BUL-5532

DAILY SAFETY ROUTINES & REPORTS			
<i>Identifying Number</i>	<i>Document</i>	<i>Issuing Office</i>	<i>Date</i>
REF-3930.5	Daily Flushing Requirements for Drinking Fountains and Faucets (This task is usually completed by the Plant Manager – a position shared by the District & Co-located schools.)	Office of Environmental Health & Safety	07/13/15
BUL-735.1	Policy on Restroom Access, Cleanliness and Repair See, also: BUL-6224.1 Transgender Students –Ensuring Equity and Nondiscrimination Pg. 1, Guidelines II. B. “Site plans must be maintained for each secondary school to specify where student restrooms are located and when they will be open each day.” Pg. 5, Guidelines VIII. State Legislation of Fall 2003 Pg. 6, Guidelines X. “In January, 2004, the District and the L.A. City Attorney’s Office unveiled the details of a comprehensive Campus Safety Initiative (CSI) to effectively address health and safety concerns at District campuses.”	Office of the Superintendent	07/30/07
BUL-6436.0	Safe Use of Household Electrical Appliances and Extension Cords at Schools and Offices	Office of Educational Services Office of Environmental Health & Safety	01/21/15

Tab 10 □ Management / Reporting / Documentation Tools – Principal’s Certification Portal

In the 2017-18 school year, Proposition 39 Co-Located Charter School Administrators will receive an “enhanced” Single Sign-On (SSO) (LAUSD email account) allowing access to the LAUSD management tools referenced below.

A series of Professional Development topics is in preparation that will enable administrators to learn about and utilize these tools. One desired outcome is “Self-Certification”* for Prop. 39 schools through the Charter School Division web site.

Related Documents to Support BUL-5532

MANAGEMENT / REPORTING / DOCUMENTATION TOOLS			
<i>Identifying Number</i>	<i>Document</i>	<i>Issuing Office</i>	<i>Date</i>
Bul-5269.2	Incident System Tracking Accountability Report (ISTAR) There is no Learning Zone course to support this BUL.	Office of the Superintendent	07/10/13
REF-1438.3	How to Obtain a District Single Sign-On and E-mail Account	Information Technology Division	07/13/17
MEM-6128.3 Memos are updated each year w/DUE DATES	*Administrator Certification Online System 2015-2016 For LAUSD School Sites and Offices DUE: November ____, Annually March ____, Annually Various monthly certifications due	Office of School Operations Office of Educational Services	08/17/15
Principal’s Portal	Various Topics Accessible through Single Sign-On (SSO): Administrator’s Certification Form* Discipline Foundation Policy System EZ Access On-line Professional Develop Courses ISTAR MiSiS Welligent System Integrated Safe School Plan Creator	Principal’s Portal Web Page Charter School Division Website	Updated continuously

*LAUSD Principals currently “certify on-line” through the Principal’s Portal for several compliance required documents. The CSD is currently undertaking the construction of a similar tool for Prop. 39, Co-Located Administrators.

Tab 11 □ School Safety Checklist

The School Safety Checklist for Co-Located Sites is intended to serve as a guide for planning at the beginning of the school year. School Safety and Operations items on this document are “time sensitive” with deadlines of preparedness and implementation that begin:

DUE: First day of school – August/September:

Locked Campus

Visitor’s Policy Posted

Administrative Searches (Secondary schools only)

School Wide Discipline Foundation Policy

Emergency Contact Information on file in the office of the District School for all co-located Staff, Students, and Volunteers

DUE: September 30th:

Completed Child Abuse Awareness Training for all staff, and

DUE: _____:

Completed Suicide Prevention Awareness Training for all staff, and

DUE: October 1st:

Completed Integrated Safe School Plan (ISSP)

This is done through the involvement and training of the School Safety Committee.

All items require a committed amount of time to share information with staff and community, to form ad-hoc and long-term committees, to plan and schedule workshops and professional development sessions that meet the mandated completion dates, and to share widely with all stakeholders. Inclusion of the greatest number of stakeholders ensures development of the largest group of knowledge keepers, and, therefore, the strongest commitment to safety.

Tab 11.1 □ School Safety Checklist - Co-Located Sites

Co-Located School Name: _____ LAUSD Loc. Code: _____

Administrator Name: _____

District School Name: _____ LAUSD Loc. Code: _____

Administrator Name: _____ iSTAR Y / N

DATE: _____ Site Visit Team Members: _____, _____, _____

Compliance Requirements	Compliant Non-Compliant Not Reviewed	Supporting Documentation	NOTES: Date for Corrective Action: _____												
Locked Campus BUL-6492.1 OEHS Checklist Page 4	____ ____ ____	All gates / entrances locked Only one entrance open @ _____ Entrance is monitored by: _____													
Visitor's Policy Posted BUL-6492.1 OEHS Checklist Page 4	____ ____ ____	Visitor's Policy referenced in parent/student handbook Visitor's Policy posted @ _____ Visitor's Sign-in / ID Issued @ _____	Section/page _____												
Emergency Information First Day of School Integrated Safe School Plan Completed by Annual Due Date REF-5511.7	____ ____ ____ ____ ____	Emergency Contact Info on file for Staff, Students, & Volunteers Copies on file with "District School" Public Copy of SSP located @ _____ Public Review Sign-in Page School Safety Committee Meetings – suggest minimum of eight meetings annually:	Annual Calendar _____												
Child Abuse Awareness Training (CAAT) BUL-1347.3 Suicide Prevention, Intervention & Postvention (Students) BUL-2637.3	____ ____ ____	All staff trained two times annually – Include Agenda w/ Sign-in <table border="1" style="width: 100%;"> <tr> <th colspan="2">FALL</th> </tr> <tr> <td>CAAT Date</td> <td>SPIP Date</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <th colspan="2">SPRING</th> </tr> <tr> <td>CAAT Date</td> <td>SPIP Date</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	FALL		CAAT Date	SPIP Date			SPRING		CAAT Date	SPIP Date			
FALL															
CAAT Date	SPIP Date														
SPRING															
CAAT Date	SPIP Date														

Tab 12 □ Glossary of Terms

Co-Location Training: Meetings, presentations, planning sessions taking place no later than the last week in August at the beginning of each school year. Both the District and the Co-Located Charter school principal review all District policies and procedures relevant to the co-location.

Exclusive Use: Refers to all rooms / offices / non-teaching spaces that are **not shared** between the District and the Co-Located Charter School. Exclusive Use space is occupied by a singular program and is not shared with another program.

Facility Use Agreement (FUA): The agreement between the District and the Co-Located Charter School in which both parties agree to the terms of the charter school's use of the District facility.

Initial Planning Meeting May/June and July/August: A joint planning meeting between the District and the Co-Located Charter school principals and leadership teams to develop the action plans for the following: Opening School Checklists, Bell Schedules, Supervision Schedules, Custodial Staff Schedules, Ordering and Delivery Procedures, and a Master Calendar of Activities as well as locally identified topics.

Integrated Safe School Plan (ISSP): Joint development of the LAUSD on-line SAFE SCHOOL PLAN. The Co-Located site will be included in the plan submitted by the District school.

Shared Use Agreement (SUA): Refers to Exhibit A of the FUA in which the District and the Co-Located Charter school principals articulate the portion of shared space that the charter will utilize. The agreement may, also, identify the specific schedule of shared use. This schedule must be kept locally at both sites.

Tab 12.1 □ Acronyms

ACCS – Advisory Commission of Charter Schools
ADA – Average Daily Attendance (Number of in-district students the CS will serve)
AHERA – Asbestos Hazard Emergency Response Act)
API – Academic Performance Index (200-1000 where 800 is standard)
AP/EIS – Assistant Principal/Elementary Instruction Specialist
AYP – Adequate Yearly Progress
BA – Budget Adjustment (“Budget Transfer”)
BIC – Breakfast in Classroom
BTL – Below The Line (rooms that don't officially belong to the CS but are used by them as Is with no upgrades of IT or Furniture)
BMR – Budget Modification Request
BTS – Business Tools for Schools
B&G – Building and Grounds
CAHSEE – California High School Exit Examination
CAN – Corrective Action Notice
CAR – Capacity Assessment Report
CDE – California Department of Education
CSR – Class Size Reduction
CSR – Comprehensive School Reform
CST – California Standards Test
CMO – Charter Management Organization
CPM – Complex Project Manager
COPS – Education Code Section 47614
EIA – Economic Impact Aid. This program has two components: EIA-Bilingual and EIA-Compensatory Education.
ELA – English Language Arts
EOS – District's Equal Opportunity Section
ESEA – Elementary and Secondary Education Act
ESL – English as Second Language
FAPE – Free Appropriate Public Education
FCI – Facilities Condition Index
FSD – Facilities Service Division
FSEP – Federal and State Education Programs
FTE – Full-time Equivalent
FUA – Facilities Use Agreement
GATE – Gifted and Talented Education Program
IASA – Improving America’s Schools Act
IDEA – Individuals with Disabilities Education Act
IEP – Individualized Education Program
II/USP – Immediate Intervention/Underperforming Schools Program
ISSP – Integrated Safe School Plan
JPA – Joint Powers Authority
IMA – Instructional Materials
LACOE – Los Angeles County Office of Education

LAEP – Los Angeles Educational Partnership
LEA – Local Educational Agency (generally refers to a local school district)
LEP – Limited English Proficient or Proficiency
LRE (Special Education Program) – Least Restrictive Environment
MCD – Modified Consent Decree
MOU – Memorandum of Understanding
NCLB – No Child Left Behind
OEHS – Office of Environmental Health and Services
OIG – Office of Inspector General
P1 – The First Principal Apportionment (for attendance accounting and State allocation purposes)
P2 – The Second Principal Apportionment (for attendance accounting and State allocation purposes)
PASSport - Parent Access Support System
PI – Program Improvement
PSC – Public School Choice
PYA – Prior Year Adjustment
QEIA – Quality Education Investment Act
RFD – Regional Facilities Director
RIF – Reduction in force
SAC – Superintendent Advisory Council)
SBE – State Board of Education
SEI – Statement of Economic Interest
SELPA – Special Education Local Plan Area
SEP – Strategic Execution Plan
SFA – School Food Authority
SFP (or SFEP) – Specially Funded Programs (or Specially Funded Educational Programs). Now referred to as Restricted Programs
SFSF – State Fiscal Stabilization Fund
SI – School Improvement Program
SOW – Scope of Work
SOTU – School Occupancy Transition Unit
STRS – State Teachers' Retirement System
SUA – Shared Use Agreement
SUP – School Upgrade Program

Tab 13 □ Tool Box Templates

Meeting Management Tool Set (4 pages)

Employee Key Control Sheets (2 pages)

Checklist - Opening the New School Year (4 pages)

Managing Recurring Orders for Supplies, Equipment, and Materials (3 pages)

Form: Attachment B: AUTHORIZATION TO ACCESS SITE DURING NON-SCHOOL HOURS (BUL-5460.0 Accessing and Securing Sites During School Hours, Non-School Hours, and Holiday Breaks) (1 page) This page may need to be updated to match with BUL-6894.0, Procedures for Third-Party Use of School Facilities

Facilities Use – REQUEST FORM: Attachment A, LAUSD Request for Facilities Use (4 pages)
Minimum 45 Days Lead Time to process request

Managing Campus Supervision Assignments (1 page)

Sample Calendar of Bi-Weekly Meetings
District Principal & Co-located Charter Principal
2017 – 2018 School Year

<i>Day / Date</i>	<i>Location</i>	<i>Topic(s)</i>	<i>Expected Attendees</i> <i>See Sample Sign-In Sheet, Tool Box</i>	<i>Expected Outcomes & Action Steps:</i> <i>Who, What, When</i> <i>(Record on Action Plan Template)</i>
August 1, 2017	District School Principal's Conference Room (CR)	<ul style="list-style-type: none"> . Introductions . Opening School . Review Facilities Use Agreement 2016-17 . Complete SUA . Distribute School Keys . Safe School Plan Vol. II . School Emergency Response Box Materials . Schoolwide Discipline Plan . Suspected Child Abuse Reporting (SCAR) Training 	SCHOOL LEADERSHIP TEAM . District Principal . District AP . Co-located Charter Principal . Co-located Charter Admin. . Teacher . Counselor . Other as appropriate	
August 24, 2017	District School Principal's CR	<ul style="list-style-type: none"> . Opening Day Procedures . Bell Schedules . Communications to Students / Parents / District & Charter Board . Parent/Student Handbook 	SCHOOL LEADERSHIP TEAM	
September 7, 2017 (First Thursday each calendar month)	Co-Located School Principal's CR	<ul style="list-style-type: none"> . Evaluation Opening School – the good and the bad . Schedule for first “emergency drill – FIRE” Shakeout Exercise – Oct. . Radio Test – Oct. . Co-schedules for school activities such as Back-to-School, parent conferences 	SCHOOL LEADERSHIP TEAM	
September 21, 2017 (Third Thursday each calendar month)	Co-Located School Principal's CR	<ul style="list-style-type: none"> . Prepare stats for “Norm Day” . Adjust Co-location needs . Budget for M&O . Etc. 	SCHOOL LEADERSHIP TEAM	
October 5, 2017 First Thursday	District School Principal's CR	<ul style="list-style-type: none"> . Local Planning 	SCHOOL LEADERSHIP TEAM	
October 19, 2017 Third Thursday	District School Principal's CR	<ul style="list-style-type: none"> . Local Planning 	SCHOOL LEADERSHIP TEAM	
Etc.	Etc.	Etc.	Etc.	Etc.

Sample Meeting Agenda Template
District Principal & Co-located Charter Principal
2017 – 2018 School Year

<i>Time</i>	<i>Presenter</i>	<i>Topic</i>	<i>Expected Outcomes & Action Steps: Who, What When Record on Action Plan Template</i>
8:00 am	District & Co-located Principals School Leadership Team	Introductions	
8:15 am	School Leadership Team	Review Facilities Use Agreement 2017-18: Allocation of Space(s) Distribute School Keys Supervision Personnel Assignments and Assigned Areas for Opening / Closing School and Nutrition / Lunch*	*Campus maps with names of assigned personnel and times for coverage prepared and shared between the District and the Co-located Schools
8:45 am	School Leadership Team	Opening School: Class Hours & Bell Schedules Student Schedules Communication (Printed &/or Electronic) “Welcome to the New School Year” to Staff and Students/Families	
9:45 am	School Leadership Team	Safety Procedures – Safe School Plan Vol. II: (in REV.) Complete Emergency Preparedness Plans Calendar of Annual Meetings for Safety Committee Prepare Materials for School Emergency Response Box* REF. – 5450.1 Plans for sharing with faculty/ staff/ students/ parents	*Must be complete and in place <u>before the first day of class</u>
10:45 am	School Leadership Team	Schoolwide Discipline Plan: Calendar of Annual Meetings for Student Study/Success Team Student Code of Conduct	
11:45 am	School Leadership Team	Child Abuse Awareness Training / Online Certification* BUL – 1347.3	*Completed by 30 September each school year (or 30 days after initial hiring)
12:15 pm		Adjourn	

Sample Sign-In Template - Meeting Date: _____
 District Principal & Co-located Charter Principal
 2017 – 2018 School Year

<i>Print Name</i>	<i>Signature</i>	<i>Location / Representing</i>

Sample Action Plan Template
District Principal & Co-located Charter Principal
2017 – 2018 School Year

<i>Topic</i>	<i>Required Action What / Where</i>	<i>By Whom Who</i>	<i>Completion Date When</i>

(Place on School Letterhead)

BUL-2374.2 School Site Key Control (12/29/2009)

The issuance and receipt of all keys shall be acknowledged in writing and only with the written approval of the site key administrator. The classroom teacher is to be issued only the keys to his/her classroom(s), storeroom(s), and/or cabinets. The teacher will be responsible for the designated keys. A classroom teacher cannot be issued a master key.

All keys are to be numbered and stamped with the school location code and "DO NOT DUPLICATE."

Employee Name: _____ Position: _____
Room(s): _____ / _____ / _____ / _____

Key #	Description	Employee Initials	Issue Date	Return Date

Please initial the following statements as acknowledgement of key issuance policy. Thank you.

_____ Keys are never to be in the possession of students. Keys are not loaned to students to open doors or gates.

_____ Keys are never to be in the possession of non-employees. Keys are not loaned to non-employees to open doors or gates.

_____ Staff members shall be notified that unauthorized possession by any person, including employees, of any site key or unauthorized duplicate key is a misdemeanor (Penal Code 469).

_____ All keys shall be checked and turned in to the site key administrator at the end of the school year or in the event of an assignment change. (Due Date: _____)

Employee Name	Date/Issued	Signature	Date/Returned
Site Key Administrator Name	Date/Issued	Signature	Date/Returned

Employee Name: _____

(Place on School Letterhead)

BUL-2374.2 School Site Key Control (12/29/2009)

Welcome Substitute Employee: _____ Date: _____

Today we are glad to have you assist us with the duties of: _____,
Grade/Subject: _____, Position: _____.

You will find substitute information in: _____.

Substitute Employee Name: _____ Room(s): _____ / _____ / _____ / _____

Please initial as the employee responsible for the following keys:

Key #	Description	Employee Initials	Issue Date	Return Date

The issuance and receipt of all keys shall be acknowledged in writing and only with the written approval of the site key administrator. The classroom teacher is to be issued only the keys to his/her classroom(s), storeroom(s), and/or cabinets. The teacher will be responsible for the designated keys and for their return at the end of the day.

Substitute Employee Signature	Date/Issued	Signature	Date/Returned
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Site Key Administrator Signature	Date/Issued	Signature	Date/Returned
----------------------------------	-------------	-----------	---------------

Substitute Employee Name: _____

Checklist for Opening the New School Year

Listed below are suggested actions intended to assist in organizing a successful school opening. The checklist is organized in priority order so that it reflects immediate actions and long-term actions to help new and continuing administrators prioritize the requisite responsibilities. Some suggestions are elementary specific and some are secondary specific, the purpose is to spark a thought process about managing the new school year opening.

While the list is extensive, it is not meant to be complete. Please, add to the list those successful planning and implementation practices that you use.

1. Send an opening letter / electronic notification / post on your website for ALL staff members welcoming them back to school. Include information specific to your school: Master Schedule Information such as Pupil Free Day / First Day of Instruction; Introduction of new staff members, etc.
2. Send a letter / electronic notification / post on your website for parents and students welcoming them back to school and apprising them of pertinent information for the opening of school, including registration procedures, completing emergency information documents, and orientation meeting dates for new students.
3. Be certain that all staff positions are filled.
4. Be certain there are sufficient supplies, instructional materials and textbooks.
 - ☐ Include the dates in your annual Master Calendar for managing the recurring purchasing process:
 - Individual Order Requests due by _____ (date)
 - School Purchase Order prepared/submitted on _____ (date)
 - Delivery scheduled for _____ (date)
 - Available for distribution on _____ (date)See the sample template, "Managing Recurring Orders for Supplies, Equipment, and Materials" in **Tab 13 □ Tool Box Templates**
 - ☐ Other
5. Update and distribute the Faculty Handbook with **Policies and Procedures for Staff**.
 - ☐ Hours
 - ☐ Sign-in procedures
 - ☐ Absences - Leaves of absence
 - ☐ Beginning of the year procedures (Opening Bulletin); end of the year procedures (Closing Bulletin)
 - ☐ Substitute information folder
 - ☐ Instructions for opening day/week attendance recording, including classifications, attendance cards/procedures, readmission of students, registers
 - ☐ Staff Training schedule for

- Suspected Child Abuse Reports
 - Sexual Harassment
 - Suicide Prevention
 - Blood Borne Pathogens
 - ☐ Student Referrals
 - Health / Nurse Office
 - Counseling and Guidance
 - Discipline – Office / Dean / Counselor
 - ☐ Safe School Plan and Emergency Procedures
 - ☐ School Map
 - ☐ School Security & Safety – Locked Campus & Posted Visitor’s Policy
 - ☐ Staff notification of use of pesticides
 - ☐ Teacher mailboxes
 - ☐ Staff meetings
 - ☐ Daily, weekly, monthly bulletin in written / electronic format
 - ☐ Field trip requests
 - ☐ Reproduction of materials
 - ☐ Supply room
 - ☐ Other policies, procedures that staff should know
6. Prepare an information bulletin for **parents/guardians and students** with highlighted information from (consistent with) the “Parent - Student Handbook.”
- ☐ School hours and schedules
 - ☐ School standards and expectations – including procedures for referral
 - ☐ School dress code/uniform policy
 - ☐ Student use of restrooms during instructional time
 - ☐ Homework policy and resources available, i.e. Homework Help, counseling, peer tutoring
 - ☐ Lunch and breakfast programs and appropriate forms
 - ☐ After school activities and programs
 - ☐ Parent/Guardian notification of pesticide use
 - ☐ Procedures following student absence or tardiness
 - ☐ Picking up students during the school day
 - ☐ Special programs and school events
 - ☐ Itinerant services
 - ☐ Volunteer programs and requirements
 - ☐ Parent education
 - ☐ Parent conferences
 - ☐ Parent leadership groups
 - ☐ Safety & Emergency procedures, including location of request/reunion gates
 - ☐ Parking for staff, parents, and students
 - ☐ Location of buses
 - ☐ Policy for taking school issued materials – books – equipment home
 - ☐ When and how the full Parent - Student Handbook will be distributed
 - ☐ Other policies, procedures that parents should know

7. Update and distribute an information bulletin / reference list / script for the Office Staff so that they are knowledgeable and conversant about school procedures and can respond to the most frequently asked questions:

- ☐ Registering and assigning new students to classes
- ☐ Admission and enrollment requirements (original birth certificate, immunization / health records, verification of address, etc.)
- ☐ Cumulative Records
- ☐ Attendance procedures
- ☐ Absence procedures
- ☐ Releasing students during school day (based on emergency card information)
- ☐ Emergency cards for students, staff (See sample student emergency card in Tab 13)
- ☐ Visitors Policy and procedures
- ☐ Volunteer Policy and procedures
- ☐ School Master Calendar of events, meetings, activities, holidays, etc.
- ☐ Other

8. Prepare the following schedules and guidelines:

- ☐ Teacher classes
- ☐ Bell
- ☐ School opening and dismissal – supervising and securing gates and main doors
- ☐ Breakfast, recess/nutrition, lunch
- ☐ Playground / campus / cafeteria / restroom areas and use at nutrition and lunch
- ☐ Campus Supervision Assignments (See sample template in Tab 13)
- ☐ Use of restrooms during instructional time
- ☐ Inclement weather procedures
- ☐ Auditorium/MPR
- ☐ Library
- ☐ Computer Lab
- ☐ Minimum and shortened days
- ☐ After School Programs
- ☐ Bus transportation
- ☐ Other

9. Opening staff meeting(s) – Certificated and Classified

- ☐ Agenda
- ☐ List of staff members
- ☐ Staff Handbook information reviewed
- ☐ List of substitutes with telephone numbers
- ☐ Class lists
- ☐ Classroom Behavior Report for “Certain Student Behavior,” if mandated
- ☐ Master Calendar: Especially dates of mandated training and professional development
- ☐ Emergency cards for employees

- ☐ First day(s) of school procedures, including where to meet students, enrollment slips, daily attendance sheets, adding students to class
 - ☐ Distribution procedures for Parent - Student Handbook
 - ☐ Teachers / Staff who are scheduled to participate in formal evaluation
 - ☐ Other
10. Arrange for volunteers to help with enrollment and directing students to classrooms on first day(s) of school.
 11. Be sure supervision personnel are present the first and subsequent days of school.
 12. **Top Priority:** Check enrollment daily until Norm Day.
 - ☐ Have any available personnel and volunteers contact parents of students who have not arrived.
 - ☐ Assess enrollment and have contingency plan for reorganization if necessary
 13. Develop plan for new teacher orientation and support.
 14. Record dates for meetings you are required to attend as soon as you receive them – do not underestimate the importance of managing your schedule. See **Tab 2** ☐ **Initial Planning Meeting ... SCHOOL MASTER CALENDAR.**

Managing Recurring Orders for Supplies, Equipment, and Materials

Include the dates in your annual Master Calendar for managing the recurring purchasing process. Consider the possibility that the Plant Manager may be the receiver of deliveries for both the District and the Co-Located schools. Ordering / Receiving is a multi-step process such as follows:

Individual/Department Order Requests due to _____ by _____
Staff Name Date

School Purchase Order prepared/submitted by _____ on _____
Staff Name Date

Purchase Order Tracking Information _____
Company / Rep. Name Order Number / ID

Delivery scheduled _____ for _____
Date

Shipment to be received / inventoried by _____ on _____
Staff Name Date

Available for distribution _____ on _____
Date

Procedures for inventorying, storing, and distributing supplies and materials:

1. _____
2. _____
3. _____

<i>DUE DATES for Order Requests</i>	<i>DUE DATES for Preparing Orders by the Office</i>	<i>EXPECTED DELIVERY DATES</i>	<i>TO BE RECEIVED BY:</i>

SUMMER Orders for Supplies, Equipment, and Materials

Ordering supplies over the summer (or over a long holiday break) must be a well-managed task. Make plans for this task to be completed by a summer crew with limited number of assigned, on-duty staff.

[illegible]

AUTHORIZATION TO ACCESS SITE DURING NON-SCHOOL HOURS

Complete this form in advance of site use. Fax completed form to Los Angeles School Police Department at (213) 742-0221.

School/Site: _____ DATE: _____

Name	Position	Emp. No.	Date	Hours	Bldg./Area

Purpose of access: _____

If an employee will be supervising a group of employees or students, please note under purpose of access. The supervising employee shall have a copy of this authorization in their possession and shall not leave personnel or students unsupervised on site.

☐ The above employee is authorized and trained on how to operate the alarm panel.

Authorization approved by:

Principal/Site Administrator

Emergency Contact # for Principal/Site Admin

PLEASE KEEP THIS AUTHORIZATION FORM IN YOUR POSSESSION WHEN ON SITE.



LOS ANGELES UNIFIED SCHOOL DISTRICT
REQUEST FOR FACILITIES USE

For Office Use Only
Date rec'd _____
Reviewer _____
Date forwarded _____
CC LASU RM

Requests must be received no later than 15 Business days before the first day of your requested use.

I. APPLICANT INFORMATION

Date: _____

Please indicate your organization type below and fill in the required applicant information.

FOR LAUSD SCHOOLS OR OFFICES, PROP 39 /CO-LOCATED CHARTERS (only):

- ☐ LAUSD School or Affiliated Charter ☐ Prop 39 / Co-Located Charter School
☐ LAUSD Board Member or District Offices

School/Office Name: _____

Mailing Address: _____

Street Address, City, State and Zip Code

LAUSD Contact Person: _____ E-mail: _____

Phone: () _____ Fax: () _____

Will this event/activity be co-sponsored by other organizations? ☐ YES ☐ NO

Please list additional sponsors here: _____

OTHER APPLICANTS:

- ☐ Civic or Service Group or one of the following groups: i.e. Boy Scouts, Girl Scouts, Camp Fire Girls,
Good News Club or School Advisory Councils
☐ Other Schools or Private Schools ☐ PTA / PTO / Booster ☐ Individual
☐ Public or Governmental Agency ☐ Religious Organization ☐ Company / Corporation
☐ Neighborhood Council ☐ Non-profit with 501(c)(3) (Number # _____)
☐ Off-Season Coach ☐ Other (describe) _____

Organization Name or Applicant: _____

Mailing Address: _____

Street Address, City, State and Zip Code

Contact Person: _____ Website: _____

Driver License or ID# _____ State where license/ID was issued? _____

Phone: () _____ Fax: () _____

Cell: () _____ Email: _____

II. SCHOOL WHERE EVENT/ACTIVITY WILL TAKE PLACE:

a. 1st choice _____ School Contact & Title: _____

b. 2nd choice* _____ School Contact & Title: _____
(*2nd choice required only if applying for a recreational permit.)

III. EVENT/ACTIVITY DESCRIPTION

(a) Please mark an "X" in the columns to the right to indicate your responses to the questions

1. Will this event occur during school hours?

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

2. Will any District or Student Body funds be used?

3. Will you charge for the sale of products or fees for services?

If YES, how much per person? \$ _____ Per day \$ _____ Per week \$ _____

4. Will any fees, admissions or donations be charged or collected for this event/activity?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

If YES, how much per person? \$ _____

What are funds used for? _____

Describe intended event, program or use in detail (Use separate sheet if necessary.) Please attach corroborating information such as copy of flyer or advertising, list activities, detailed agenda or schedule and event itinerary.

(b) Will any of the items or categories below be a part of the intended event? (Check all activities applicable to your event.)

- ☐ Animals ☐ BBQ ☐ Fireworks ☐ Fundraiser ☐ Festival/Fair/Carnival ☐ Inflatables/Jumpers
☐ Childcare/Enrichment ☐ Cultural activities ☐ Religious services ☐ Concert/performance
☐ Recreational sports ☐ Recreational camp/clinic ☐ Summer/winter/spring camp
☐ Beautification Event (i.e. gardening, tree planting, murals or painting, campus clean-up)
☐ Meetings - Check One: _____ Open to the Public _____ Closed to the Public or by invitation only

Topic to be covered: _____

(c) Will there be food / food concessions at event? ☐ YES ☐ NO

If YES, ☐ Pre-packaged food ☐ Catering ☐ Food Trucks

☐ Other (explain) _____

IV. **REQUESTED DATE(S) / TIME(S):** You may attach additional sheets if necessary.

	Event/Program Dates		Times		Specify days of use (i.e. daily, only Mondays)
	From:	To:	From:	To:	
Date(s):					
Date(s):					
Date(s):					
Rehearsal					
Set-up					
Tear-down					

V. **ATTENDANCE: Participants/Spectators:**

(a) Number of participants _____ (b) Number of spectators _____

(c) Will minors (individuals under the age of 18 years old) be participating in this event? ☐ YES ☐ NO

(d) What percentage of participants live within boundaries of LAUSD? _____

Youth Group Applicants Only:

(a) Has the applicant submitted, along with this application, a list of the group's representatives who will be on site during meetings, on this campus(es)? ☐ YES ☐ NO

(b) The Applicant understands and agrees that the youth group and its representatives are authorized to access the facility noted in this application but not authorized to access any other areas of the campus. ☐ YES ☐ NO

VI. **REQUESTED FACILITIES:**

Check all facilities to be used:

• **Indoor Facilities:**

- ☐ Auditorium ☐ Classrooms, number of classrooms _____
☐ Cafeteria Dining Area only ☐ Library ☐ Multipurpose Room
☐ Other (please specify) _____

• **Recreational Facilities:**

- ☐ Gymnasium ☐ Middle School Gym
 (Check appropriate school/gym size if applicable) ☐ High School Gym: ☐ Small ☐ Large
☐ Football Field ☐ Soccer Field ☐ Tennis Courts ☐ Track Field
☐ Swimming Pool ☐ Baseball/Softball Diamond ☐ Other _____

• **Outdoor or Other Facilities:**

- ☐ Outdoor Lunch Area ☐ Playground/Blacktop ☐ Quad
☐ Other _____

VII. Parking/Parking Operations:

NOTE: Availability of parking or sufficient parking to accommodate your use during any event is not guaranteed and is at the discretion of the school or District office.

- (a) Check all areas to be used for parking: ☐ Street Parking ☐ Parking Lot ☐ Playground / Blacktop
i. Parking will be (check one): ☐ **SELF PARKING (no parking operator)**
☐ **PARKING OPERATOR/VALET COMPANY**
ii. If the applicant is not a parking operator, please provide the name of the company providing services here: _____ (NOTE: Parking operator will also be required to provide insurance.)
iii. Will shuttle services be provided? ☐ YES ☐ NO Operator Name (if different from above): _____
(b) Number of cars anticipated? _____
(c) Will a fee be charged to park? ☐ YES ☐ NO
If YES, how much per vehicle? \$ _____ Per day \$ _____ Per week \$ _____

VIII. Will District equipment be required? Describe below (Audio visual, lighting, tables, chairs, etc.) ☐ YES ☐ NO

(Applicant must request the use of furniture and equipment with the school administrator. Additional fees may be required to be paid for rental of equipment and technical services.)

IX. Insurance Requirements

See page 4 for Standard Insurance Requirements which are subject to change. Actual insurance requirements will be determined by the nature and scope of your event or activity.

By signing below, the Principal, Administrator or applicant represents that the information provided in this Request for Facilities Use is true and correct. Misstatements, misrepresentations or omissions may cause cancellation, delay or refusal of this facilities use request.

**FOR LAUSD School/Office/Prop 39/
Co-located Charters events
PRINCIPAL / ADMINISTRATOR SIGNATURE:**

Signature and Date

PRINT NAME and TITLE

Name of School or Office

FOR OTHER APPLICANT SIGNATURE:

Signature and Date

PRINT NAME and TITLE(if applicable)

Name of Organization

Forward your completed Request for Facilities Use form as follows:

Scan and email to: facilities-use@lausd.net
OR

Mail or walk-in application to:
Los Angeles Unified School District
Permit Office
333 S Beaudry Avenue, 1st Floor
Los Angeles, CA 90017
Business Hours: 7:00am to 4:00pm

Should you have any questions, please contact:

Los Angeles Unified School District Permit Office	213-241-6785 213-241-6900
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PLEASE BE ADVISED THAT COMPLETION OF THIS FORM AND/OR ACKNOWLEDGEMENT OF RECEIPT OF THIS REQUEST FOR FACILITIES USE DOES NOT CONSTITUTE APPROVAL OR PERMISSION TO MOVE FORWARD WITH YOUR USE.

After the initial review of this completed Request for Facilities Use form, your request will be forwarded to the Division of Risk Management or LAUSD Permit Office for further handling. Additional documents and fees may be required by these offices prior to formal approval of your request.

3 of 3

LOS ANGELES UNIFIED SCHOOL DISTRICT 333 S. Beaudry Avenue; 1st Floor LA, CA 90017
Scan/Email to: facilities-use@lausd.net

rev 2.1.18

Managing Campus Supervision Assignments

Use this template to plan supervision assignments: Areas to be covered and time for assignments. Promising practices include “introduction of supervising staff” to all students at a joint assembly. This time was, also, used to review expectations of student and staff conduct, to emphasize the responsibility and authority of those on supervision, and respectful treatment of everyone on campus regardless of school of affiliation.

<i>Area of Supervision</i>	<i>Daily Schedule</i>	<i>Assigned Personnel</i>	<i>Assigned Personnel</i>	<i>Substitute Assignment</i>
		District School	Co-Located School	Coverage for Absences
Opening School Gates Parking Lot Drop-Off Signage Visitor Sign-in Station* Buildings _____	7:30 – 7:50 am	• • • •	• • • •	• • • •
Morning Passing Periods Hallways Campus PE – Locker Rooms _____	8:00 am ... hourly	• • • •	• • • •	• • • •
Morning Nutrition Café Stations Lunch Tables Campus _____	10:00 am ... For each break period	• • • •	• • • •	• • • •
Lunch: 1 st , 2 nd , 3 rd Café Stations Lunch Tables Campus _____	11:45 am ... 1:00 pm For each lunch period	• • • •	• • • •	• • • •
Afternoon Passing Periods Hallways Campus PE – Locker Rooms _____	12:00 pm ... hourly	• • • •	• • • •	• • • •
Dismissing School Gates Parking Lot Pick-up Signage Visitor Sign-in Station* Buildings _____	3:00 – 3:20 pm	• • • •	• • • •	• • • •

* The Visitors Sign-in Station is usually open for the duration of the school day with multiple “shift” assignments.

Special Notes for the day / week of:

Tab 14 □ Personnel Procedures

This LAUSD document is included as a reference to frame steps that must be taken when dealing with certain personnel issues. The second row is meant to include those documents specific to procedures used by the Prop 39, Co-located school. Information in this (these) guidelines should be discussed regularly to develop a level of understanding by administrators of the District / Co-located schools.

Related Documents to Support BUL-5532

PERSONNEL PROCEDURES			
Identifying Number	Document	Issuing Office	Date
BUL-6532.1	Protocols and Procedures to Report, Reassign and Investigate Allegations of Employee Misconduct	Human Resources Division Office of the General Counsel	05/23/16
Insert ...	Charter School Documents for managing “Allegations of Employee Misconduct”	Governing Board	Various

Tab 15 □ Contact Sheet

Charter School Organization: _____
CEO _____
Board of Directors _____
CA Charter School Assn. (CCSA) _____

Charter School Division (CSD): (213) 241-0399
Operations: _____
School Specialist: _____
Fiscal Specialist: _____

Local District Office: _____
LD Operations _____

Maintenance & Operations Locations & Phone Numbers: _____

Complex Project Manager: _____

LOCAL LAW ENFORCEMENT DEPARTMENTS

Los Angeles School Police Department (LASPD): _____
Los Angeles Police Department (LAPD): _____
Los Angeles County Sheriff Department Station: _____
Los Angeles Fire Department _____

REPORTING SUSPECTED CHILD ABUSE

Department of Children & Family Services (DCFS): (800) 540-4000
LAPD Child Abuse Unit: (213) 486-0530

Los Angeles Unified School District –
Attendance and Enrollment Section: (213) 241-2115 (213) 241-2196
Co-Located Charter School Contact: _____
Attendance and Enrollment: _____

Local Contacts:

Emergency Room _____
Hospital _____
Mental Health _____
Suicide Prevention, Intervention, Postvention _____



FREQUENTLY ASKED QUESTIONS

1. What is Proposition 39?

Proposition 39 (“Prop. 39”) is a state law passed by California voters in 2000, which requires school districts to make facilities (including both classroom and non-classroom spaces) available to public charter schools serving students who reside in the district.

2. Weren’t school districts already providing charter schools with space prior to Prop. 39?

Prior to the voters’ passage of Prop. 39, school districts were only required to permit charter schools to use, at no charge, facilities not being used by the school district for instructional or administrative purposes, or that were historically used for rental purposes.

3. What is different under Prop. 39?

After the passage of Prop. 39, each school district must make available, to each eligible charter school operating in the district, facilities sufficient for the charter school to accommodate all of its in-district students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending other public schools of the district.

4. Under Prop. 39, is the District required to accommodate charter schools with students from outside LAUSD?

No. Prop. 39 only requires school districts to make facilities available for a charter school’s in-district students. A student is an “in-district student” if he or she is entitled to attend the schools of the school district, unless his/her eligibility is based on an inter-district transfer or parental employment.

5. How often does the District have to make space available to charter schools?

Prop. 39 requires school districts to share facilities with charter schools on a year-to-year basis, through an annual allocation process specific to each school year.



6. What is the Prop. 39 Timeline?

Please refer to the Prop. 39 Timeline handout.

7. Can charter schools request a specific site?

In compliance with the Prop. 39 implementing regulations, a charter school's Prop. 39 facilities request must provide information regarding the district school site and/or general geographic area in which it wishes to locate. The school district must make reasonable efforts to provide facilities near to where the charter school wishes to locate.

8. How is the amount of space to be exclusively used by the charter school determined?

Under the Prop. 39 law, each year each charter school desiring facilities from a school district in which it is operating must provide the school district with a reasonable projection of the charter school's average daily classroom attendance ("ADA") by in-district students for the following year. A school district provides space to a charter school sufficient to accommodate reasonable projections of in-district classroom ADA for the proximate school year.

In order to determine the number of classrooms each charter school would be entitled to exclusively use, the ratio of classrooms provided to ADA at each charter school's comparison group schools is calculated. A charter school's "comparison group schools" are District schools with similar grade levels in the area where most of the charter school students reside. The ratio is then applied to a charter school's accepted ADA projections to determine a charter school's exclusive-use classroom allocation.

9. What are shared spaces?

Proposition 39 requires a school district to provide charter schools with access to specialized classroom space and non-classroom space in addition to the instructional classrooms exclusively used by charter schools. This "shared use" space is shared proportionately with the charter school. The percentage for charter school use is calculated based on the ratio of the total Charter School exclusive use of teaching stations vs. total District school exclusive use teaching stations.



10. How does the District assess space/capacity on its school sites?

Beginning in August of each year, District staff conducts a comprehensive analysis of the use of District school facilities through a process called “E-CAR.” The purpose of E-CAR is to assess the capacity of each District K-12 school site in several respects, such as the number of classrooms, the manner in which those classrooms are used, and the school’s operating capacity. The E-CAR process entails a detailed review of the present use of District school sites and an analysis of the projected future uses of those facilities. The analysis includes reporting of data by individual schools, which is analyzed by District staff to, among other things, confirm accuracy and ensure that available space is used efficiently and uniformly evaluated throughout the District.

The E-CAR process involves school principals logging into a web-based application to record their school’s enrollment and review and confirm details regarding the school site’s classrooms and their respective utilization. Within this application, classroom data is associated with a spatial database that is displayed as building floor plans. School principals identify classrooms used as teaching stations, set asides, occupied by special education programs, charter schools, preschools, adult education programs and other third party users, classrooms needed for swing space for construction projects, options programs, and other classrooms out-of-service or mandated for removal due to legal and/or safety requirements.

District staff then review and analyze the submissions by District schools of the school site’s classrooms and their respective utilization. By utilizing this process, the District is able to determine specific capacity and usage information regarding each District school site. A school’s capacity involves more than its raw seats and room numbers. The District must determine whether a school has facilities available to sufficiently serve the particular requirements of a school site, such as grade levels, classes, special education programs, magnet centers, SLCs, PLEs, legal mandates, and other student needs.

The District utilizes E-CAR for various space assessment purposes. For purposes of compliance with Proposition 39, the District uses E-CAR in its analysis for making various space matching determinations, such as the amount of space to which each eligible charter school is entitled pursuant to Proposition 39, the projected utilization and potential availability of space on District campuses in the



upcoming school year, and confirmation that the conditions of the facilities proposed to be allocated are reasonably equivalent.

11. What are set-asides?

Set asides are divided into two categories: School set-asides and District set-asides.

School set-asides allocate space for instructional, safety and health programs that are specific to a particular school. School set-asides may include, for example, Title I funding coordinator offices or space allocated for a Response to Intervention (“RTI”) program.

District set-asides allocate school space to implement key District-wide instructional, health and safety programs. District set-asides may include, for example, space for Los Angeles School Police Department, regional special educational testing centers, health center clinics, food services, and Beyond the Bell programs, among others.

12. Why are set-asides sometimes impacted when allocating space to charter schools under Proposition 39?

Prop. 39 mandates that public school facilities should be shared fairly among all public school pupils, including those in charter schools. Although school and District set-asides provide space for programs that are vital to the curriculum of a particular school or to District-wide goals, some set-aside spaces may be affected as part of the District’s comprehensive deliberative process to share space fairly where doing so would minimize the number of sites offered to a charter school in order to make an offer of reasonably equivalent space as mandated by Prop. 39. In every circumstance, the District seeks to minimize the significant resulting disruption to District schools.

13. What is the Prop. 39 school site selection process?

In compliance with Prop. 39, District staff evaluates the average daily attendance (“ADA”) projections made by charter schools in their facilities requests to determine if they are reasonable and have sufficient supporting documentation. On December 1, letters are issued from the District to charter schools, either accepting their ADA projections or objecting and stating projections the District considers reasonable.

As required by Prop. 39, District staff performs a comparison group schools capacity and conditions analysis to ensure the facilities to be provided to a charter school are reasonably equivalent to those of students attending District schools. In order to



determine the number of classrooms each charter school would be entitled to exclusively use, the ratio of classrooms provided to ADA at each charter school's comparison group schools is calculated. The ratio is then applied to a charter school's accepted ADA projections to determine a charter school's exclusive-use classroom allocation.

Having determined charter schools' space entitlement in compliance with Prop. 39, internal matching guidelines are applied to develop provisional matches of space. The matching guidelines have been developed through continual improvement of the District's Prop. 39 matching process within the framework of the requirements under Proposition 39.

The District's matching guidelines for the 2018-19 school year are discussed in detail in Board of Education Report No. 237-17/18 (dated January 16, 2018).

The following is a link to the Report, which is publicly available on the District's website:

<http://laschoolboard.org/sites/default/files/01-16-18RegBdBR237Attsv2.pdf>

Applying these matching guidelines, District staff develops provisional matches of space. Provisional matches are then presented to Instructional Committees for further evaluation. The Instructional Committees are comprised of representatives from various District divisions, Board offices, Local District offices and labor partners. Instructional Committee meetings occur multiple times throughout the process, prior to issuing preliminary proposals and final offers of space.

At the meetings, provisional recommendations regarding potential charter school co-locations within each Local District are presented, and attendees thoughtfully discuss them as part of the District's comprehensive compliance effort. The purpose of the meetings is to obtain additional relevant information about potential co-location sites. This information includes potential impacts of a co-location at a particular school site or unique site conditions that might make it unsuitable for co-location. All of these perspectives are considered in an effort to make the best possible allocations of space in the best interests of all of students - both District and charter alike. The instructional committees' recommendations are then presented to the Superintendent.



14. Who decides where charter schools will Co-Locate?

For the 2018-19 school year, the Board of Education authorized the Superintendent to issue preliminary proposals and final offers of space, and to negotiate and execute alternative agreements in lieu of specific compliance with any of the provisions of the Prop. 39 implementing regulations, with charter schools that submitted legally sufficient facilities requests.

15. Do charter schools get rooms allocated to directly adjacent to one another?

The District is not required to allocate facilities to a charter school that are directly adjacent to one another. Depending on the unique circumstances of each school site, and to minimize disruptions for all programs, the District endeavors to provide exclusive use teaching stations that are immediately proximate or clustered.

16. What is an Alternative Agreement?

The Proposition 39 implementing regulations permit a charter school and a school district to mutually agree to an alternative to specific compliance with any of the provisions of the Proposition 39 implementing regulations.

17. How are school sites notified of a potential Co-Location?

In late January, Local District leadership sends letters to District principals at school sites that have been identified for a Proposition 39 preliminary proposal. Subsequently, the District sends letters to community stakeholders at these preliminarily matched District sites. Until April 1, the District evaluates stakeholder, charter operator, and facility concerns for each preliminary proposal prior to issuing a final offer to a charter school. The Local District offices that directly support District school sites continue to collaborate with school principals to provide families with timely and ongoing updates about the Proposition timeline each year.

18. Do charter schools pay for janitorial services?

Under Prop. 39, the District provides charter schools co-located on District campuses with janitorial services and charges the charter schools a pro-rata share of the District's facilities costs associated with school maintenance and operations.



Pursuant to the Single-Year Co-location Facilities Use Agreement executed by charter schools co-locating on District campuses pursuant to Proposition 39, charter schools may elect to purchase additional custodial services on a fee-for-service basis.

19. Does the District charge charter schools rent for facilities?

No. Under Proposition 39, school districts are not permitted to charge charter schools rent. A school district may charge a charter school a pro rata share of those school district facilities costs which the school district pays for with unrestricted general fund revenues.

The pro-rata share amount paid by a charter school is determined by multiplying the District's annual per-square-foot facilities cost by the total exclusive and proportional shared-use space occupied by the charter school.

20. How does the District ensure that space is shared fairly among all students and there is least disruption to students, staff and communities?

In allocating space to charter schools, the District thoughtfully considers impacts to all public school students, both those attending District schools and those attending charter schools requesting space and to staff, parents, and communities. The District makes every effort to fulfill its obligation to share space fairly among all students. In doing so, the District keeps in the forefront considerations of student safety and welfare. The Local Districts are committed to supporting school communities to minimize disruptions and potential impacts, and address any shared use impacts, to ensure a quality educational experience is provided to all students.

21. How are charter schools provided with special education space on co-located campuses?

Pursuant to Proposition 39, the District is required to accommodate the students attending charter schools in conditions reasonably equivalent to those of students attending District schools. The District allocates special education space to District students based on their particular needs because the allocation of specific special education space varies based on those needs. The District allocates special education space in the same manner to charter schools, based on documented needs.



22. Do charter schools get identified in advance, before final notification, what classroom numbers will be available for them to use?

The District's final offer, issued on or before April 1, specifically identifies the teaching stations, specialized classroom space, and non-teaching station space offered for exclusive and shared use by the charter school. This information is not required to be provided prior to the final offer.

23. How will Principals address Co-Location issues over the course of a school year?

The Co-Located District school principal and charter school principal are encouraged to meet in August and then every two weeks thereafter throughout the school year.

24. Are District personnel responsible for providing site access to the charter school?

No. During non-operating hours the charter school will have access to the space identified in the facility use agreement only.

The charter school has a separate intrusion alarm. When accessing the district facilities during non-business hours, the charter school principal is responsible for complying with District policy on opening and closing the site.

25. How are spaces shared with charter schools on District campuses under Proposition 39?

A school district is required to provide its facilities to charter schools in a manner that will promote the intent of Proposition 39 of public school facilities being shared fairly among all pupils. In allocating shared use space, the District keeps in the forefront its principal charge of sharing facilities fairly among District school and charter school students. Proposition 39 requires a school district to provide charter schools with access to specialized classroom space and non-classroom space in addition to the instructional classrooms exclusively used by charter schools.

This "shared use" space is shared proportionately with the charter school

26. How will Principals coordinate school calendars?

The District school principal and charter school principal should communicate before scheduling activities in order to minimize the impact on either instructional program. Instructional programs at either school take precedence over other activities.



27.What type of shared services does the charter school receive?

The charter school pays the District a per-square-foot facilities cost for, among other things, the maintenance and operations costs of the provided facilities. All District staff assigned to provide the services above must do so for the entire site regardless of charter or District occupied space.

The charter school principal makes a formal written request for additional facilities service or repair, to the District principal. The District principal will then notify the Complex Plant Manager.

28.How is the amount of space to be exclusively used by the charter school determined?

Facilities made available by the District to a charter school are provided in the same ratio of classrooms-to-ADA (average daily attendance) as those provided to students in the District attending “comparison group schools”. A charter school’s “comparison group schools” are District schools with similar grade levels in the area where most of the charter school students reside.

29.Will the campus receive additional resources to to deal with Co-Location logistics?

In order to assist Co-Location Campuses with school safety and operations, the district has implemented the following resources:

- Charter School Operations Coordinators that support Local District Leadership, assisting District and Charter School Principals in working through any safety and logistical issues on their campuses
- Co-Location Campus Liaison Stipend, is allocated to a certificated staff member from the District school, who will support the District Principal with Co-Location planning and logistics

30.How will the District ensure that restrooms and shared spaces are clean for all students?

The District is committed to keeping all campuses safe, clean, and ready for students and staff. Custodial hours are scheduled for each site by the Plant Manager, and the custodial time is utilized based on priorities set by the site administrator(s). The Plant Manager and Area Operations Supervisors (AOS) inspect the work of the custodial



staff according to the scheduled duties and ensure that all areas are safe and clean for students and staff. Complex Project Managers (CPM) conduct annual School Accountability Report Card (SARC) inspections at District campuses including those with co-located charter schools and identify any cleanliness and repair issues. Additionally, the AOS inspect sites at least once a month and documents the inspection.

Principals at co-located school sites are encouraged to meet regularly to discuss how to provide students and staff a safe campus. The principals work with the campus plant manager and other school personnel, to monitor campus cleanliness. Local District offices support principals to encourage collaboration and ongoing communication.

31. Is there an environmental study that addresses the impact on traffic?

The District makes efforts to ensure each co-location is configured in a way that causes the least disruption to the co-located programs and surrounding community. The District's Office of Environmental Health and Safety ("OEHS") evaluates the potential Prop. 39 co-location arrangements to ensure adherence with applicable laws and regulations governing the continued appropriate and permissible use of each school site. No formal traffic study is **conducted or required**, however, OEHS makes recommendations regarding passenger loading and drop off, staggered instructional start times and end times and safe valet programs to diffuse traffic impacts.

32. Who advocates for LAUSD students?

All District employees are advocates for all students who reside within LAUSD boundaries. Collectively, all stakeholders involved in the process have a responsibility to make decisions in the best interest of all students impacted by Co-Locations.

33. Is the LAUSD student morale being considered?

Yes, LAUSD makes every effort to minimize the impact on LAUSD students while adhering to the state law. Throughout the process, Local District Leadership, Labor Partners and District personnel consider the safety implications to both District students and Charter School students, as well as the burdens associated with such and action on their parents and community.



34. Why are LAUSD students being denied access to services/programs that are lost when Co-Locations occur?

Local District Leadership, School Site Administrators and District personnel are empowered to assess and re-organize campus logistics when Co-Locating a campus, in order to preserve any supplemental programs being offered. The District's goal is to expand service/program offerings throughout the District, while meeting its legal obligation with the State law; not to deny access.

35. What happens when the shared spaces on a campus are already being used to the maximum capacity?

Over crowding a school's campus in order to provide a single site offer to a Charter School would have severe safety and operational ramifications. Adding Charter School's students to a District campus with insufficient space would raise both school's classroom loading ratios, thereby disadvantaging both of these school's.

This paramount concern of the district remains a material consideration when determining provisional matches of space.

Instead, the District will pursue other feasible solutions for sharing space fairly.

36. Do charter schools get access to the cafeteria services and/or equipment?

District is unable to allow a Charter School to physically occupy the kitchen space because it would impact the provision of food services to public school students. Additionally, the charter school does not possess a valid food permit or certification as required for the CA Health and Safety Code.

According to the regulations the District charges the charter for the cost of meals for students, "less" the (1) Co-payments from the Charter Schools' in-district students and (2) free, reduced and full price meals reimbursements for students eligible.

Charter School may not provide its meal services in manner which would violate the compliance with any federal, state or local laws. Thus, they are not permitted to manufacture, handle, distribute, heat or store meals provided to the students on the district premises.



37. Are charter schools allowed to inspect facilities prior to occupancy?

No. Due to budgetary, time and staffing constraints, Charter Schools are not allowed to inspect facilities prior to occupancy.

38. What are the best practices that can be implemented to create an optimal relationship?

Please refer to the Co – Location Principal’s Resource Guide and Bulletin 5532.1, for best practices.

39. Are there activities that Co-Locations can participate in collectively?

Yes, District and charter school Leaders are highly encouraged to bring their staff, students and parents together for academic and extra curricular activities that can help build a strong collaborative school culture.

40. Who is responsible for the overall safety of the campus?

The District Principal is responsible during times of crisis and both District personnel and charter school personnel must follow the safe school plan.

41. Do Co-Located District schools and charter schools share equipment?

Certain equipment, including but not limited to, tennis nets, basketball courts, Auditorium PA Systems, wireless routers are shared fairly pursuant to the shared space arrangements in the Shared Use Agreement executed by the District school and charter school principals.

42. Were other District schools considered as a potential co-location for the charter school in the 2018-19 school year?

Under Prop. 39, the District must make “reasonable efforts” to locate the charter school near where it wishes to locate. The District makes every reasonable effort to locate space on a site in or near the charter school’s geographic area of interest. The District considered all relevant secondary school sites in or near charter school’s requested area.

43. How does the District invest in green space?

The District has an active greening program and has invested significantly into modernizing and upgrading campuses to create more green space. These spaces,



“Green spaces on campus” are extremely important for our students and teachers as they enrich and strengthen our campus environment. One of the focus areas of the District’s Sustainability Initiatives Unit (SIU) is campus ecology. Campus ecology looks at the different types and benefits of schoolyards and categorizes them by features for the integration of curriculum.

The District has the following types of gardens: SEEDS, Nature Explorer, Community, Demonstration, Edible, Pollinator, and Native. These spaces function as outdoor classrooms and learning centers that promote healthy and imaginative activities, enriching the students’ ecological and social behaviors. Our gardens feature a variety of elements such as: eco-systems demonstration, bio-swales, infiltration galleries, native planting, seating, stage areas, edible raise bed, and play areas.

The District incorporates greening space into all new projects. The greening space is designed in coordination with the site administrators by the design team. Whenever feasible, the design team endeavors to identify and promote green opportunities to enrich our schools.

44. How can students, parents/guardians and community members provide input on Prop. 39?

Prop. 39 was a ballot initiative passed by California voters to amend existing state law. Specific regulations implementing the law were developed and proposed by the California Department of Education and adopted by the State Board of Education. The District must comply with the law and its implementing regulations. Students, parents/guardians and community members may contact their local and state elected officials.

45. How will existing facilities issues be addressed if the charter school occupies space on the campus?

The District is committed to keeping all campuses safe, clean and ready for students and staff. Under Proposition 39, the District provides charter schools co-located on District campuses with janitorial services and charges the charter schools a pro-rata share of the District’s facilities costs associated with school maintenance and operations.



Custodial hours are scheduled by the Plant Manager, and the custodial time is utilized based on priorities set by the site administrator(s). The Plant Manager and Area Operations Supervisors (AOS) inspect the work of the custodial staff according to the scheduled duties and ensure that all areas are safe and clean for students and staff. Complex Project Managers (CPM) conduct annual School Accountability Report Card (SARC) inspections and identify any cleanliness and repair issues. Additionally, the AOS inspect at least once a month and documents the inspection.

Co-located principals are encouraged to meet regularly to discuss how to provide students and staff a safe campus. The principals work with the campus Plant Manager and other school personnel to monitor campus cleanliness. The Local District office supports the principals to encourage collaboration and ongoing communication.

46.How are safety issues addressed on Co-Located campuses?

The co-located charter school shall adopt the District's safe school plan and participate in all required school safety events and activities as scheduled and directed by the District school principal. Examples include, but are not limited to, ongoing/regular activities such as fire drills and administrative searches, emergency preparedness, and critical incident management activities such as campus lock downs and relocations. District schools maintain a cache of emergency supplies of

its students and staff on campus as well as lockdown supplies in classrooms. Charter schools are expected to provide the supplies for their own students and staff, including specific supplies for students and staff with special needs. Emergency supplies may be stored in the District school site's emergency supply container/bin, and lockdown supplies in the charter school's exclusive use classrooms. The District co-location training meetings will also include a discussion of the methods of communication during emergencies, (e.g., radios, cell phones, PA systems and land lines) to ensure appropriate and consistent practices are followed and are used by both co-located schools to communicate with students, parents and staff during an emergency. For this reason, all co-located programs on a campus will share a

common radio frequency. Both co-located schools will participate in the Districtwide radio test and annual Fall Great Shakeout Drill in October of each school year. The District principal will serve as the Incident Commander for these



drills. It is District practice that all co-located schools on one a campus follow a single plan and employ the Incident Command System (ICS), the international standard structure for emergency response, with the District school principal as the single School Incident Commander.

47. How will the charter school's bell schedule impact District students and staff?

Each program will have separated intrusion, bell/PA and phone systems in their respective exclusive use spaces. In addition, prior to and throughout the school year both principals will meet to discuss scheduling issues. The Local District is committed to providing quality conditions that will not disrupt the instructional programs on campus.

48. Can the District school utilize empty charter school space and materials?

If spacing has been allocated to a Charter School through a binding legal agreement with the District, the District School may not occupy any of the Charter School's space nor can they use any of the Charter School's materials, as it would violate the binding legal agreement in place.

49. Are charter schools, private schools?

No, Charter Schools are not private schools. Charter schools are privately managed publicly funded and exempt from some rules that apply to traditional schools, but charter schools may not be a conversion of a private school, must be non-sectarian, may not discriminate, may not charge tuition, must achieve a racial and ethnic balance reflective of the District population and may not compel students to attend nor teachers to be employed at the charter. Charter schools are open to any child residing in the State of California who wishes to attend. If the number of students who wish to attend a charter school exceeds the school's capacity, the school determines admission based on a public random drawing (lottery).



Proposition 39 Charter School Facilities Requests

FACT SHEET

PROPOSITION 39, THE LAW

Proposition 39 was approved by California's voters in November 2000, and as a result, amended California Education Code Section 47614. Under Proposition 39, school districts are required by state law to share public school facilities "fairly among all public school pupils, including those in charter schools."

CHARTER SCHOOL FACILITIES REQUESTS

Each year the Los Angeles Unified School District (LAUSD) must undergo a space identification process to meet Proposition 39 facilities requests submitted by charter schools.

Eligibility Requirements

Charter schools must meet certain eligibility requirements when making facilities requests to the District. Charter schools must:

- ➔ Submit a written facilities request
 - An existing charter school must submit a written request by November 1.
 - A new charter school must submit a written request by November 1. However, a new charter school is eligible to request facilities only if it submitted its charter petition to the school district in which it operates on or before November 1 and received approval of the charter petition before March 15.

A charter petition is a proposal to create a new school or renew the charter of an existing charter school. If a charter petition is not approved by the school district, the charter school may appeal to the County and the State.
- ➔ Operate within the geographic boundaries of the District
 - Education Code 47614 defines the term operating as "having identified at least 80 In-District Students who are meaningfully interested in enrolling in the charter school for the following year."
 - In-District Students are students that reside within the school district's boundaries.
- ➔ Provide LAUSD with a reasonable projection of the charter school's Average Daily Attendance (ADA) of at least 80 In-District Students for the following year.
 - Documentation to support the projected ADA would be completed by parents/guardians and can include *Meaningfully Interested Students Information Forms* or *Intent to Re/Enroll Forms* or other *list(s)* of in-district students who are "meaningfully interested" in attending the charter school.

The Proposition 39 Facilities Request Cycle occurs on a yearly basis. The dates that must be met are provided in the Regulatory Timeline.

REGULATORY TIMELINE

NOVEMBER 1

Charter Schools submit written requests for facilities including projected Average Daily Attendance (ADA).

DECEMBER 1

District reviews Charters' ADA projections and agrees, or objects and responds with projections the District considers reasonable.

JANUARY 2

Charter Schools respond to District's ADA projections.

FEBRUARY 1

District makes preliminary proposals to Charter Schools with eligible facilities requests.

MARCH 1

Charter Schools respond to preliminary proposals.

APRIL 1

District makes final offers to Charter Schools.

MAY 1

Charter Schools must notify the District in writing to accept or decline the final offer by May 1 or 30 days from its receipt of final offer.

10 DAYS

If final offers are accepted, Charter Schools occupy sites 10 working days prior to their first day of school instruction.